**Thesis: 0-2 points**

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| 0 | 1 | 2 |
| States a thesis that does not address all parts of the question, or does not indicate specific arguments. Simply restates the question. | Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. | Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification |

POINT 1:

\_\_ A) Responds to ALL parts of the prompt

\_\_ B) Is found in the first and/or last paragraph

\_\_ C) Indicates a specific position that the paper will argue

\_\_ D) Is historically accurate

POINT 2:

\_\_ A) College level sophistication throughout the entire essay

\_\_ B) Corroborates, contradicts, or qualifies your argument

\_\_ C) Cohesive essay that accounts for historical complexity

**Analysis of outside examples to support thesis/argument: 0-1 point**

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| 0 | 1 |
| Offers no analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. | Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. \*Requires a full explanation for credit\* |

Outside Examples:

\_\_ A) Provides AT LEAST 3 historical examples from this time period that are NOT included in the documents

\_\_ B) Summarizes historical examples

\_\_ C) Explains how the outside example supports the stated thesis

\_\_ D) Is historically accurate

**Contextualization: 0-1 point**

|  |  |
| --- | --- |
| 0 | 1 |
| Offers no connection of historical phenomena relevant to the argument to broader historical events, processes, or trends. | Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events, processes, or trends. \*Requires a full explanation for credit\* |

Contextualization:

\_\_ A) Describes a historical phenomenon (broader historical event, process, or trend- think isms) in detail

\_\_ B) Explains how this contextualization impacts the stated thesis

\_\_ C) Is historically accurate

**Synthesis: 0-1 point**

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| 0 | 1 | OR | 1 |
| No connections;  No introduction of secondary essays | Extends the argument by connecting to a development in a different historical period, situation, era, or geographical area | Extends the argument by connecting to a course theme and/or approach to history that is not the focus of the essay (i.e. political, economic, social, cultural, intellectual) |

Synthesis:

\_\_ A) Includes a separate synthesis paragraph

\_\_ B) Connects to a different time period, situation, or place OR connects to another theme not focused on in this prompt.

\_\_ C) Uses synthesis to strengthen argument

\_\_ D) Connection to thesis is made clear

Use and Extended Analysis of Documents: A + B = 0-2 points

(A) Uses ALL or ALL BUT ONE of the documents to support the thesis = +1

\_\_A) Accurately summarizes document main idea in own words

\_\_ B) Explains how the evidence supports the thesis

(B) Extended Analysis: 4-5 docs extended = +1

\_\_A) Uses sentence stem “the \_HAP-P\_ of this document is \_\_ this is shown by \_\_\_”

\_\_ B) Is historically accurate

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| Document | | | |
| Document Summary |  | Connection to Thesis |  |
| Historical Context | Audience | Purpose | Point of View |
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| Document | | | |
| Document Summary |  | Connection to Thesis |  |
| Historical Context | Audience | Purpose | Point of View |
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